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AUTHOR Mitau, Charlotte; Theibert, P. R.
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ABSTRACT

This document presents excerpts from the Society for College and University Planning's West Coast Regional Long Range Planning Workshop, held January 17-19, 1974 in San Diego. The remarks illustrate the range of options available to administrators seeking to provide educational resources to the entire community. The first of the two-part summary stresses the need for increased participation by higher education in training of personnel and the preparation of the curricula for primary and secondary education. The second part focuses on artificial turf and membrane roofs as leading examples of the evolution of the school gymnasium into the open, multi-use recreational facility. (MJM)

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Connecting Campus, Community and School

The Society's West Coast Regional Long Range Planning Workshop, held January 17-19, 1974 in San Diego, was entitled, "Academic, Physical and Community Planning: Opportunities for Integration." John Vasconcellos, California Assemblyman, chairman of the California Joint Legislative Committee on the Study of the Master Plan for Higher Education, and a participant in the workshop, stated that this title failed to convey the urgent necessity for cooperative planning between educational and community institutions. His alternative title, "The Necessity for Connectedness," met with general approval. At the workshop, Charlotte Mitau, president of the St. Paul, Minnesota Board of Education, pointed to the need for increased participation by higher education in the training of personnel and the preparation of curricula for primary and secondary education. P.R. Theibert, special assistant to the president at Hofstra University and consultant to Educational Facilities Laboratories, focused on artificial turf and membrane roofs as leading examples of the evolution of the school gymnasium into the open multi-use recreational facility. The excerpts below from the remarks of these two workshop participants illustrate the range of options available to administrators seeking to make educational resources available to the entire community.

The time is well overdue for those of us concerned with elementary and secondary education to communicate with those in higher education and vice versa. We think that's what we've been doing, but how well and how extensively and effectively? And do we really involve each other on the planning level?

Of course, I communicate well at the dinner table with the chancellor of the State College System in Minnesota [G. Theodore Mitau]. After a long day at each of our offices, we vie with each other to tell about the problems of the day, and it's amazing how similar they are. We have the same kinds of problems in evaluating non-traditional operations, in dealing with the legislature, and in deciding what to do about declining enrollments.

Cooperation Between Schools and Colleges

I'm going to refer to schools instead of saying elementary education—it's too big a mouthful. I have found the Carnegie report, "Continuity and Discontinuity," very pertinent to the discussion we've been having here the last two days. It's concerned with "a new phase in the historical relationship between schools and colleges." The foreword to this report says that this is the first time the Commission has looked at the increasingly important relations between the schools and colleges in an integrated way.

Recommendation #15 says that the improvement of the nation's schools is the first educational priority in the nation. Within the school, improvement in the basic skills, especially in large city schools, is the first priority. Colleges and universities should recognize this fact and help provide the resources, incentives, and rewards for faculty members who commit themselves to this task.

Interaction between schools and colleges for the most part has been episodic. Administrators and teachers are skeptical of those without experience in schools, and yet higher education is uniquely able to provide teacher education, research and evaluation, consultation on curriculum and administration, and teaching materials.

Accepting Non-Traditional Programs

Recommendation #14 says that local school boards, with community and professional assistance, should identify the overall objectives of the public schools, deliberately encourage experimentation with a diversity of means to these objectives, and insist upon accountability from teachers and administrators. Ideas in this area range from traditional approaches of hard work and competition, to greater democratization of the schools. Faculties on both the college and high school levels are divided on this issue. There is little evidence to support either side, so why not let them exist side by side? Offer alternatives with voluntary enrollment.

In St. Paul, we have an open school, kindergarten through twelfth grade, all in leased commercial buildings. This is really an example of a horizontal kind of structure. Children and teachers are on a first-name basis friends and facilitators. The children decide and

schedule their programs. We're evaluating it carefully, and it remains a voluntary option. The enrollment is chosen to reflect the total population of the city so that it is not segregated or limited to one socio-economic level.

Another unusual alternative that we offer is our career study center, sort of an intensive care unit. This is for youngsters in high school who just can't survive in the normal setting. The separate facility, on "neutral turf," provides intensive teaching of basic skills, counselling and a low pupil-teacher ratio. It salvages a lot of bright young people who would normally drop out or get into trouble.

These examples raise questions for you. Is higher education prepared to receive students who have gone through such non-traditional public schools? Moreover, how do we integrate our planning for these students?

The Transistion from High Schools to College

Recommendation #16 says that each state should undertake a review and analysis of the general education requirements for graduation from high school. Objectives should be clearly established and means to attain objectives should be explored. Education at the high school and at the early college level should be linked together, providing continuity and preventing wasteful overlap and duplication. School and college faculty should work together under the sponsorship of local, state and national organizations.

More of the responsibility of general education should be assumed by the high schools. We need to look at competence as a measure of achievement rather than time served. Some high school students may be allowed to test out of a high school graduation requirement and receive college credit for advanced high school work. The report says that curricular discontinuity ". . . for some students means duplication and for other frustration and inability to adjust." We need course revisions and new options at both schools and colleges.

New Teaching Materials and New Teachers

Publishing firms are so slow to bring out materials on new topics that we have had to produce them on our own. We've had community involvement in working on materials explaining cultural differences and human relations. Under a mini-grant program, a maximum of $500 funds a small project, buys material or does something special within a classroom. We have curriculum writing teams, and a reading center that develops writing materials on an individual prescription basis for students.

The Carnegie report states that "People associated with teaching and teacher training are defensive to an extent not found in other professions." Incentives to college faculties to encourage a commitment to curricular reform are a must.

Recommendation #15 asserts that too many white middle-class teachers are prepared in essentially non-specific ways for general purpose assignments. Large urban, small rural, bilingual, bicultural, and wealthy suburban schools require teachers trained for these separate constituencies. There can no longer be a single model of a teacher training program.

A common element in all pre-service programs should be an emphasis upon bringing theory and practice together in clinical studying. A group from Mankato State College lives near one of our schools, and they work on a one-to-one basis with junior high school students. We have cooperative programs with the University of Minnesota and with several private colleges that have developed inner city teacher training programs.

Continuing Training for Teachers and Administrators

The State has required now that teachers and administrators must have 60 credit hours of human relations training before they can be recertified. Those who already have life certification (who probably need it most) are exempted, but there will be gradual attrition. Part of our recent bargaining agreement was that certain in-service workshop training can be credited for advancement in the salary schedule.

Administrators require training similar to teachers. The monopoly of higher education in training administrators is breaking down. Certain credit requirements remain, but more and more internships are available within school districts. Our administrative internship program was started to train minorities and women to become administrators.

Many administrators have never been trained to cope with present-day problems. Some of them are using other models of in-service training such as management consultant firms. The American Association of School Administrators offers week-long seminars for administrators to bring them up to date on present day problems. An education development center in Massachusetts is setting up a continuous training model.

We are trying a new idea in school management. One person is designated as a manager of a cluster of six or seven elementatary schools. The funds are jointly allocated, and the decisions on efficient use of resources are made within the cluster. The ideas of these clusters originally started with our integration model: we have elementary learning centers, schools clustered in groups that spread out from the center city to achieve a racial and socio-economic mix.

Some critics see present training procedures as preparing administrators only to fit into the current structure of schools, not to respond to change. We need that elusive quality called educational leadership. No matter how well-trained teachers are, a poor administrator can frustrate their attempts to do things differently.

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Sharing School Facilities

As for facilities planning, we have had joint use of our facilities in a number of instances, but we still have a long way to go. The university uses our buildings for extension classes, along with other adult education programs. (We have been using the unversity bureau field studies to assist us in facility planning, demographic studies, and site selection.) We cooperate with the city in parks, playgrounds and swimming pools. We meet with the president of the City Council and some of the commissioners to try to find ways to cooperate in the health area, in recreation, day care and in career education.

As I listened today and yesterday to some very pessimistic prognostications, I felt that we really ought to be more optimistic than are the prophets of doom. I'll leave you with this thought: education is like sex. When it's good it's very good, and when it's bad, it's still pretty good.

Charlotte Mitau

The way things are going, campus athletics is headed for economic extinction. People don't like to talk about it, but we're a pretty obsolete group. I think three in the country are at present on the right side of the marker, the rest of us are fighting for our lives.

Artificial turfs is how I got into this crazy business. At the time I was in a place where there were three colleges, three universities, and one professional football team. I was involved with one of the college teams and was directly responsible for the professional team. The man who owned the ball club called me and said, "We're going to be on color TV, we'll be coast to coast, and I want that field green." Three friends and I rented a truck that sprinkles streets, and we painted the whole damn field green, and lined it white. We went on TV, and it was beautiful. At the end of the first quarter, both teams were totally green.

At my next job, I decided that there had to be a better solution. So I got involved with artificial turf. I thought we would make a carpet and cover the dirt. One of the first installations was in a girls' school playground in Providence, Rhode Island. It increased the use of the playground by 600%. You used to tell kids, "Go play in the mud." Now a surface could go anywhere, any time, for anybody. We could make instant parks, we had portable parks in the summer in Harlem. We were putting artificial turfs in the middle of streets, hanging baskets on lamp-posts, getting the city to pay for it, and closing off streets. It was an interesting experience.

We started moving things up in the air, using the rooftops, getting involved, no longer being in a position where things have to be locked up.

From Bankruptcy to Joint Occupancy

A school came to us and said that they had a problem. Joint Occupancy turned out to be the solution. The school, owning three acres in the middle of a city, was bankrupt. The only solution appeared to be to move to the suburbs. Instead, they leased part of the land for construction of a high-rise building. Suddenly you have cooperation. They went from instant bankruptcy to instant solvency: the rent from the high-rise paid the faculty's salaries. There was no longer any room for a field on the grounds, so it went up in the air. And suddenly the children were playing outside, in an urban area, regardless of weather. The city, business, and private education were working together and suddenly it started to work. It's a saleable concept, but if you talk about it in terms of cost per square foot, you will lose. Talk about cost per use. Thirty kids used the tennis court next to the building; now 240 people use it a day, and it starts to make sense.

Filling the Stadium

For a hundred years we built coliseums and stadiums—lovely but expensive as hell. Only a handful of students ever got to use them; we remained locked into old assumptions. Yet one of the best ways to get people's attention and support is through athletics and recreation. A typical university stadium seats 105,000 for football, 13,000 for basketball, and is used a total of 18 days a year, while in nearby neighborhoods, kids often have no place to go, nothing to do. And athletic directors actually complain about the bankruptcy of intercollegiate athletics!

At Hofstra, we have a choice. We can give up athletics and the student body will tear the campus apart, or we can find new ways to support our programs. We have a field house and artificial turf. At our football games, 6,000 is a large crowd—we're competing with 13 professional teams in New York.

If you're not going to do it with your teams, you do it other ways. We bring in rock concerts and the national karate championships; the Chinese ping pong team played first at Hofstra. We will do anything, promote anything. Two circuses a year are great attractions at Hofstra. The reason the circuses are money-makers for us is not the fact that the people go to see the circus: the ticket money goes to the circus people. We charge a dollar to come in and park and watch the elephants put up the tent; we keep the concession money and the parking money!

At the end of one year, we netted $120,000 profit. Our income at the gate for athletic events was $22,000. There is nothing that you can afford not to try. The nice part is that the students love the crazy promotions. They got upset only when we had a national bridge championship in the fieldhouse. The kids felt out of place and we must have seven million scars on the floor from cigarettes.

Covering Large Areas With Domes

Now when we started to put things together, we become involved in membrane-covered structures to save money. The pneumatic, membrane, and tensile structures are a completely new technology. Yet everyone we asked to work with the new materials, stuck to familiar procedures, building a normal concrete building and then putting the membrane roof over it. We still have not quite gotten to where we want to be, but by covering big spaces we are increasing their usefulness for recreation.

Idaho State's building changed from a six days per year to a 360 days per year building. We think everyone should use it: high schools, junior high schools, community groups. We designed the building for recreation and saleability—physical education and intercollegiates will fit in.

In Las Vegas, we had the opposite situation. The city wanted their stadium covered, and they hoped that the University of Las Vegas would move in and play there. So it can work either way. Instead of the university owning it, the city can own it and schools rent. The City of New York is going to build three stadiums, one in each borough; all the high schools will play in them.

Disaster Without Cooperation

Now, everyone is in favor of progress, but everyone is opposed to change. Cooperation cannot be taken for granted. The present stadium of the University of Wisconsin is used five days a year. The university has built no new facilities for physical education or recreation since 1934. The cost of doing the stadium and remodeling the existing physical education building will be about $30 million. To make it work financially, the Minnesota Vikings must play there. A contract has been signed to do this, bringing in half a million dollars a year rent (which will pay building maintenance costs). But until the Legislature and the university can agree on everything, they're stuck. Meanwhile, the university may go ahead and the city may build a new domed stadium downtown. Another stadium five miles out of town is used by both the Vikings and the Twins, and St. Paul may build one. The result may be four domed stadiums in one area!

In contrast, Florida State University and the city of Tallahassee will probably cooperate on their stadium, because the governor lives in the town, and he likes the idea. Northern Iowa has a uni-dome. Everyone in the area will use it. It will be the site of the Iowa State Championships in track, basketball, and football. One reason it works is that the president of the National High School Federation lives in Iowa. It helps to have some local interests involved.

The case I like best is Alaska: the state is aggressive, the people are not afraid to do things, and if they were they would freeze to death while thinking things over. In Alaska, we had a design to cover 80 acres. They lost their courage, and cut it back. But the Alaska Pilots had won the national semi-professional baseball championship two years in a row. That made the manager, Paul Deese, just short of a god in Alaska. He was tired of the cold weather, and asked for a covered stadium. There were no existing financial provisions for the undertaking, so Paul became the lobbyist and went down to the state house, and a law was passed. If any community would "encapsulate" a recreation area, the state would pay half and the community would put the rest up in bonds.

Public Use of School Buildings

The limited choices in athletic areas have pointed the way toward shared community/education programs in other areas. There are over 120 community school centers all over the country. The word has two meanings. *Community-school* means open to the public after school hours. *Communityschool* means no differentiation between school and public hours, because the entire building is operated for the benefit of the people of all ages in the community. High schools are well ahead of universities in this area.

The buildings in the normal school operate less than 1/3 of the day for 1/2 of the year. Now there is no magic formula to change this. Every case is different, and that means that you have to sit down with every type of personality and committee and work out every little bit of ego. It can get very petty. One $30,000 plan in California went down the drain over little more than a struggle over calling the project a *Communiversity* or *UniverCity*.

The *communityschool* just makes more efficient use of money, but don't think it costs less. It costs more to operate. This is why it is hard to make these things work with so many groups involved. Everyone has to get together and agree on who gets the money and who will run it. At times you are ready to forget the whole thing. That is why planning is absolutely essential. We have had a lot of help from people and foundations willing to contribute money to get all these people together to agree. Everyone has to kick their egos downstairs. And we learned four little rules. Not terribly impressive, but they work.

- You have to identify all the community resources.
- You designate all participants. You round up anyone who could possibly help in the planning area. It is essential to elicit total community dialogue.
- You have to invent new techniques for collaboration between the users. You've got to find ways to make people want to work together.
- When you've started, everyone wants to take the credit. You get a relationship, but once it begins to work, then you must strive to make it continue.

Often, when everything is put together, it looks like total bedlam. But it works.

P. R. Theibert

The following publications, describing more fully the topics covered by Mr. Theibert, are available from Educational Facilities Laboratories, 477 Madison Avenue, New York, N.Y. 10022:

Joint Occupancy ($1.00)
Community/Schools ($4.00)
Physical Recreation Facilities ($3.00)
Generating Revenue from College Facilities (no charge).